

Meadow Brook SMART Goals for 2019-2020



SMART Goal # 1

All students will be challenged and supported to achieve a high standard of academic performance and growth through the implementation of a standards-based instructional program aligned to MA Curriculum Frameworks (and National Standards where appropriate).

Key Actions:

1. Implement standards-based curriculum in all academic subjects aligned to current MA Curriculum Frameworks (or national standards where applicable). The Asst. Superintendent for Curriculum & Instruction, Principals, Department Heads, and Academic Coaches will continuously monitor revisions made by the DESE and establish curriculum teams to revise ELPS curriculum on an as needed basis to maintain alignment to current MA Frameworks (and national standards where applicable)
2. Provide embedded and direct professional development opportunities for all staff in high quality student engagement, instructional planning, & technology integration
3. Encourage more peer observation and reflection
4. Continue to strengthen the Tiered Instructional Model to provide appropriate interventions, both within the core and in a pull-out setting, to monitor and address gaps in achievement for all students, in the areas of Math and Literacy
5. Teachers will use formative assessment to plan and guide instruction. Individual teachers and teacher teams will regularly analyze data and review the results of formative assessments, DBAs, iReady and intervention data in order to plan instruction to meet identified student needs
6. Increased use of technology when it is meaningful and appropriate for learning

Benchmarks for Goal 1

1. Student growth will be measured as follows:
 - MB students will maintain a Student Growth Percentile (SGP) between 40-60 or above as measured by i-Ready assessments in both math and reading.
 - By June of 2020, the Writing District Benchmark Assessment scores will increase by at least 3 percentage points.
2. Agendas and staff feedback from high-quality professional development
3. Develop and offer a systematic process for peer observation
4. a) In line with our three year professional development plan, training will be provided in the following areas this year:
 - Lexia Core 5 training will be provided to all homeroom teachers, interventionists, special education teachers and academic coaches.
 - ST Math training will be provided to kindergarten teachers.

- AVMR training will be provided to all first grade and half of second grade teachers.
 - b) A phonics pilot will be conducted by teacher teams at all grade levels utilizing the Lucy Calkins and Fountas and Pinnell Phonics Programs.
 - c) Continue to streamline the referral process for both reading and math at all grade levels.
5. In addition to individual teachers use of data to drive instruction, formal data meetings will be offered at least twice a year to provide teacher teams a vehicle for having collaborative conversations around data. Assessments will be administered as follows and a combination of this data may be analyzed during these data meetings.
- During the 2019-20 school year, all kindergarten teachers and the 3 second grade teachers that were trained in AVMR last year will administer the AVMR assessments three times. By the end of this school year, remaining teachers will participate in AVMR Course 1 (6 first grade teachers, 6 second grade teachers and our 2 transition teachers) and will administer the AVMR assessments once.
 - BAS will be administered twice annually in kindergarten and three times annually in first and second grade.
 - iReady will be administered three times annually in first and second grade.
 - Writing DBAs will be administered three times annually in all grades.
6. Student work samples, photographs and videos are examples of meaningful technology integration.

SMART Goal # 2

Goal 2: 100% of MB teachers will engage students in productive and innovative 21st Century learning experiences to ensure that all students are prepared to contribute responsibly in a global society.

Key Actions:

1. Engage students in instruction that will support their development and application of 21st Century skills and attributes (Problem Solver, Thinker and Inquirer, Knowledgeable, Communicator and Collaborator) through the context of all core academic subjects (ELA, Math, Science, Social Studies, Fine Arts, Gifted and Talented, PE). Students will be able to...
 - a. Turn ideas into actions and apply creative thinking skills to develop solutions that effectively address problems or challenges (Attribute: Problem Solver)
 - b. Gather, analyze, and evaluate information and ideas to come to well-reasoned conclusions (Attribute: Thinker and Inquirer)
 - c. Think open-mindedly and raise vital questions (Attribute: Thinker and Inquirer)
 - d. Seek information and engage in research to increase understanding (Attribute: Thinker and Inquirer)
 - e. Demonstrate literacy and numeracy skills necessary for success in school and life (Attribute: Knowledgeable)
 - f. Demonstrate strong content understanding across all disciplines (Attribute: Knowledgeable)
 - g. Transfer and apply knowledge across contexts (Attribute: Knowledgeable)
 - h. Work interdependently with a variety of individuals to achieve an objective while exhibiting flexible thinking and willingness to understand and articulate differing points of view. (Attribute: Communicator and Collaborator)

- i. Effectively receive and articulate ideas and information for a variety of purposes and audiences (Attribute: Communicator and Collaborator)
2. Create real world 21st century learning contexts, including inquiry-based, experiential, project-based learning opportunities or other applied work (both individually and collaboratively) for all students to assist them in acquiring literacy, numeracy, and globally competitive skills
3. Professional development will be developed and implemented to assist staff with planning and implementing 21st Century Learning Experiences

Benchmarks for Goal 2

1. Student growth will be measured as follows:
 - MB students will maintain a Student Growth Percentile (SGP) between 40-60 or above as measured by iReady assessments in both math and reading.
 - By June of 2019, the Writing District Benchmark Assessment scores will increase by at least 3 percentage points
 - Student work samples will provide evidence of problem solving, creative thinking and knowledge in core academic subjects
2. Students will be engaged in hands-on, inquiry based investigations, solve real-world problems, and learn to communicate information and opinions in an authentic context.
 - The newly developed Innovation Team will continue to expand our two mobile Makerspace carts. As a team, we will continue to provide and share challenge cards differentiated by grade levels. We will continue to purchase additional mentor texts to grow our Makerspace library as well as a number of tech and non tech coding games.
3. Professional development will be provided on the use of our newly acquired coding resources as well as how to utilize our mobile Makerspace carts to implement maker lessons in the classroom. In addition, time will be allotted at the start of each monthly staff PD for teachers to share out the innovative practices that they are incorporating into their classrooms.

SMART Goal # 3

All staff will create a safe, nurturing, and respectful learning/working environment resulting in an educational experience that supports the whole child by fostering social, emotional, and academic skill development throughout all grades.

Key Actions:

1. Review 2019-2020 Survey Data with building staff (staff, parent and student surveys) and School Councils (parent survey) to develop action plans to address identified areas of focus
2. All staff will ensure that the school is safe (physically and emotionally) for students, families and staff
3. All staff will ensure that the school is welcoming to all
4. Continue to implement annual parent, staff and student surveys at least one time each year
5. Engage parents/families/students/staff in community-building experiences
 - a. Provide a minimum of two school/district educational workshops and/or community building events
 - b. Map out the character traits for the year and communicate the schedule with teachers and families

- c. Map out the spirit days for the year and communicate the schedule with teachers and families
6. Continue to grow and foster existing relationships with community groups in an effort to support the achievement of school goals.
7. Provide explicit instruction in social-emotional learning strategies to promote the development of students' interpersonal skills, responsible decision-making, resilience and perseverance (grit)
8. Begin to develop and implement school-wide positive behavioral supports which build upon and recognize school wide character traits
9. Begin to explore options for the adoption of school-wide common language

Benchmarks:

1. Areas of focus, as determined by PAC (with staff input) and School Council, will show a 3% or greater increase on end of year survey
2. 85% of students/parents/families/staff reporting a safe school environment
3. 85% of students/parents/families/staff reporting a welcoming school environment
4. Percentage of respondents completing school surveys will increase by 3% from the 2018-2019 school year
5.
 - a. 80% of survey respondents are satisfied with the educational presentations and/or workshops provided by ELPS
 - b. Meadow Brook will focus on at least 4-5 character traits throughout the year
 - c. Meadow Brook will have at least 6 spirit days throughout the year
6. At least two school-community events or partnerships will take place during the 2019-2020 school year
7. All classrooms will receive 10-weeks of in-class, social-emotional instruction. In addition, all first and second classes will receive four weeks of instruction as part of a newly adopted anti-bullying curriculum.
8. Planning meeting notes
9. Planning meeting notes